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ABSTRACT

A project to provide dissemination workshops and consultation services to secondary school social studies teachers in eight Western states is described. The outreach program, which extended over a 10-month period, aided 192 participants in acquiring skills and resources needed to plan a social studies curriculum and in identifying teacher resources which meet the needs of their districts. Specifically, participants learned how to conduct an Educational Resources Information Center (ERIC) search for relevant topics, e.g., classroom management, class activities, resource materials; evaluate textbooks for educational soundness, sex bias, and ethnic bias; plan curriculum change; conduct teacher workshops; and diffuse ideas and new programs. An evaluation of the workshops indicates that over 90 percent thought that their goals were met by workshop activities, that workshops were very well organized, and that workshop facilitators were knowledgeable. A followup evaluation revealed that local activities of participating teachers have affected approximately 720 teachers and 44,000 students. Workshop teachers have been involved in conducting workshops and revising curriculums. Appendices include publicity about the workshops, an outline of workshops conducted, and evaluation forms. (KC)

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Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

3-21-80

Outreach Services for Social Science Educators, Grades 7-12

Final Report

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Background

The purpose of the project was to provide dissemination workshops and consultation services between October 1, 1978 and August 31, 1979, for secondary social studies educators in ten western states: Colorado; Idaho; Kansas; Montana; Nebraska; New Mexico; Oklahoma; Texas; Utah; and Wyoming. The workshops and consultation services were intended to help educators acquire the skills and resources needed to plan a social studies curriculum and to identify, analyze and select teaching resources--textbooks, games, simulations, filmstrips--which meet their school and district needs.

Publicity

A brochure describing the project and containing an application form was developed and mailed to every secondary school in the ten state area (See Exhibit 1). A press release was sent to each State Department of Education, to major newspapers, and to all members of the Council of State Social Studies Specialists in the ten state area (See Exhibit 2).

Workshops/Consultations Conducted (See Exhibit 3)

Twenty-four workshops/consultations for 192 participants from eight of the ten states were conducted. No educators from Idaho or Oklahoma participated. The project had a limited amount of money to help with workshop participant travel, lodging and meals. To be eligible for financial assistance participant groups had to have financial backing from their school districts. With the exception of two teachers from Texas, who were unable to obtain their district's backing, all educators who applied were able to attend. Seventy-four per cent (143 persons) of the participants were secondary teachers or administrators. The remaining 26 percent (49 persons) were college students.

All workshops/consultations were conducted at the Consortium's facilities in Boulder so that participants would have access to the Resource and Demonstration Center Library containing over 15,000 social studies textbooks, filmstrips, games, audiovisuals, a professional library, and the complete ERIC microfiche collection. Prior to the workshop, each group was required to submit a written statement outlining the goals and objectives they wanted to accomplish. Each session was then geared specifically to these needs.

Workshop activities involved participants in many different kinds of activities including:

--Learning how to do a search of ERIC. We ran free computer searches of ERIC for participants on many different topics--e.g. classroom management; classroom activities; resource materials.

--Selecting new textbooks. Teachers learned to analyze and evaluate textbooks for educational soundness, sex bias, and ethnic bias using the Consortium's Curriculum Materials Analysis System. Teachers were also taught how to use the Fry Readability formula.

--Planning curriculum change. Participants learned how to assess their district's needs, write goals and objectives, and select materials to meet their goals and implement their program.

--Identifying new materials. Some teachers and students interested in finding new materials for various courses spent most of their time in the Resource and Demonstration Center examining curriculum materials.

--Training to become leaders. Many of the participants who came from Kansas learned how to plan and conduct teacher workshops and how to diffuse ideas and new programs.

Workshop Evaluations

At the completion of each workshop, participants were asked to evaluate the session (See Exhibit 4). According to evaluation results, over 90% of the participants thought that their goals and objectives were met by the workshop activities, that the workshops were very well organized, and that the workshop facilitators were very knowledgeable.

Follow-Up Evaluation

All school district participants in the visitor workshops were required to prepare back-home plans. This planning was intended to help the participants carry out their own objectives, to help our staff identify additional needs of the participant groups and to serve as a basis for evaluating project outcomes.

Around the middle of September 1980, a feedback form was sent to each school or district team (28) asking them to comment on tasks/goals/objectives that they have accomplished as a result of the Outreach Services Workshop. The return rate was 100% (See Exhibit 5).

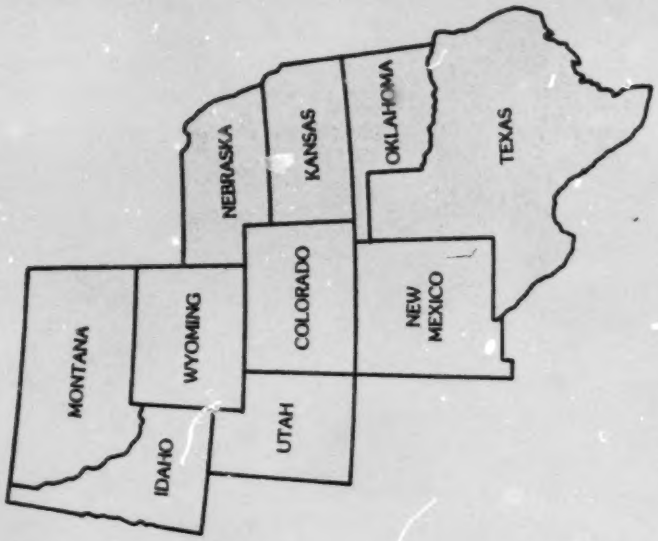
The results are very positive (See Exhibit 5). The workshops helped 71% of the teams achieve their goals. Twenty-nine percent of the teams were unable to implement their ideas because of budgetary restraints. The back-home changes and activities made and sponsored by teachers as a result of participating in the Outreach Services workshops have affected approximately 720 teachers and 44,000 students.

Using guidelines learned at the workshops, five of the districts revised their entire curriculum and four more are in the process of doing so. Many districts identified new materials which they are now using in the classroom. Five districts wrote and two more districts are in the process of writing new 7-12 curriculum guides. Some participating teachers conducted back-home workshops to pass along to others what they had learned. For example, one school district conducted a series of workshops for 30 middle school social studies teachers in instructional strategies in geography. One special visitor to the workshops, a professor from Kentucky, shared the Consortium's Curriculum Materials Analysis System with 120 school districts which attended his National Science Foundation sponsored IDSE workshop.

In addition to achieving their original goals and objectives, many of the teams implemented other activities and ideas beyond those which they had in mind at the time of the workshop. For example, one team is in the process of writing objective-referenced pre-assessment tests for world history, United States history, American government and economics. Another team, using workshop techniques learned in its session sponsored a conference on global education. Another initiated a newsletter. One team created a district wide statement of philosophy of goals and guidelines for social studies in the district.

Exhibit 1

OUTREACH SERVICES for SOCIAL SCIENCE EDUCATORS Grades 7-12



FREE WORKSHOP AND CONSULTATION SERVICES

For: Social studies planners and educators in ten western states

Presented by: Social Science Education Cosortium, Inc.

Sponsored by: National Science Foundation

Outreach Services
c/o Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

NON-PROFIT ORG.
U.S. POSTAGE PAID
DENVER, CO
PERMIT NO. 338

APPLICATION FORM

Name of school or organization_____

Address_____
street city state zip

Contact person_____ Phone_____

Number of persons in workshop group (approximate)_____

Focus of workshop_____

_____

Dates preferred_____ _____ _____
1st choice 2nd choice 3rd choice

Return to: Outreach Services, c/o Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 803 2 Attn: Regina McCormick

FOR WHOM?

Individuals and groups concerned with social studies at the junior high or high school level in ten western states (Colorado, Idaho, Kansas, Montana, Nebraska, New Mexico, Oklahoma, Texas, Utah, Wyoming).

WHY?

To help you acquire the skills and tools needed to plan a social studies curriculum and identify, analyze, and select teaching resources--textbooks, games, simulations, filmstrips--which meet your school or district needs.

WHERE?

All workshops and other services will be provided at the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (303/492-8154). Contact person: Regina McCormick.

WHEN?

Any dates between October 1, 1978, and August 31, 1979, by arrangement. Each workshop will require from one to three days, depending on individual or group needs.

HOW MUCH?

All workshops and consultation services are free. Financial support may be provided for participant travel, depending on need. Cost-sharing arrangements will be negotiated between SSEC and the workshop group.

MORE ABOUT OUTREACH SERVICES FOR SOCIAL SCIENCE EDUCATION

Each workshop will be individually tailored to meet the specific needs of participants. Prior to your workshop, you will be asked to submit a written needs statement describing your specific objectives. At the end of each workshop, you will be asked to submit back-home plans.

Workshop topics might include:

- analyzing and evaluating textbooks and media
- writing goals and objectives
- assessing social studies curriculum needs
- planning curriculum change
- becoming aware of information resources the social studies
- discovering current trends in social studies
- learning about effective social studies teaching strategies
- identifying and selecting curricula for U.S. history, world history, economics, sociology, anthropology, psychology, geography, or other social science disciplines
- installing a new law-focused program
- finding materials in ethnic studies
- learning about activities and approaches to values education

HOW TO APPLY .....

Workshop participants will be chosen on a first-come, first-served basis. Once you've sent us your application, our staff will contact you for further background information about your needs and objectives. The number of workshops to be held is limited.

ABOUT THE SSEC

For the past 15 years, the Social Science Education Consortium, in Boulder, Colorado, has been actively engaged in helping social studies educators improve instruction. The SSEC staff includes social studies generalists as well as specialists in such areas as U.S. history and government, legal education, ethnic studies, career education, values education, economics, and geography. The staff can also offer experience and expertise in evaluation procedures, materials analysis, and teaching strategies.

This year, with the support of a grant from the National Science Foundation, the SSEC is able to offer a unique opportunity to people and groups involved with social studies at the secondary level: the opportunity to work with the SSEC staff at the Consortium's Boulder facilities, adjacent to the University of Colorado.

Workshop participants will have access to the extensive collection of social studies materials in the SSEC's Resource and Demonstration Center, which contains more than 15,000 textbooks, games, simulations, kits, filmstrips, and other resources for teachers in addition to the complete ERIC microfiche collection.

Exhibit 2

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
Contact: Regina McCormick
Telephone: 492-8155

PRESS RELEASE
FROM THE SOCIAL SCIENCE
EDUCATION CONSORTIUM

October 1, 1978

FOR IMMEDIATE RELEASE

OUTREACH SERVICES FOR SOCIAL SCIENCE EDUCATORS, GRADES 7-12

The Social Science Education Consortium (SSEC), Boulder, Colorado, has received funds from the National Science Foundation to provide workshops and consultation services for secondary social studies planners and educators in ten western states.

WORKSHOPS AND CONSULTATION SERVICES. Between October 1, 1978 and August 31, 1979, Consortium staff will conduct a limited number of workshops and provide consultation services for any individual or group concerned with social studies at the junior high or high school level in Colorado, Idaho, Kansas, Montana, Nebraska, New Mexico, Oklahoma, Texas, Utah, or Wyoming. Each workshop will be individually tailored to meet participant needs and will require from one to three days. Exact dates will be negotiated by client group and SSEC staff. Workshops and services are free. Partial financial support may be provided for participant travel, depending on need.

All workshops and other services will be provided at the Consortium's Boulder facilities, where educators will have access to the 15,000 social studies textbooks, games, simulations, and filmstrips in the SSEC Resource and Demonstration Center. Assistance is available in many areas including:

--planning a new secondary social science program
--assessing social studies curriculum needs
--writing goals and objectives
--identifying and selecting textbooks and media for U.S. history, economics, anthropology, geography, or psychology
--installing new programs in such areas as ethnic studies, legal education, values education, or career education

A brochure describing the project and an application form are available from: SSEC, c/o Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado, 80302. Attn: Regina McCormick.

Workshops/Consultations Conducted

Date(s)	Workshop Focus	Participants	No. of Persons Participating
Jan. 31	Information resources of SSEC; how to do an ERIC search. (They were doing research for their master thesis).	CO/University of Denver Graduate School	2
Feb. 2	SSEC orientation; ERIC/ChESS orientation	CO/University of Colorado at Colorado Springs/ Secondary methods class	4
Feb. 9	Information resources of SSEC; examine materials for teaching ideas	CO/University of Northern Colorado/ Secondary methods class	10
Feb. 15-16	Analyzing and evaluating textbooks and media; assessing social studies curriculum needs; planning curriculum change	WY/Big Horn County School District #1	5
Feb. 21-23	Planning curriculum change	MT/Libby Public Schools	2
		CO/La Junta Junior High School	2
Feb. 22-23	Becoming acquainted with social studies curriculum materials	TX/Education Service Center	2
Feb. 28	SSEC orientation; ERIC/ChESS orientation	CO/University of Colorado at Boulder/ Undergraduate class in reading in the content areas	6
March 5	Identifying and selecting social studies curriculum materials	CO/Fort Lupton School District RE-8	9

Date(s)	Workshop Focus	Participants	No. of Persons Participating
March 15-15	Assessing curriculum needs; writing goals and objectives; finding ethnic studies materials	NM/Espanola Municipal Schools	6
March 19-21	Planning curriculum change; writing goals and objectives; assessing social studies curriculum needs	NM/Dulce Independent School District	3
		KS/Unified School District #261	5
Apr. 9-10	Program leadership training (diffusion work)	KS/Kansas State Department	11
Apr. 16-17	Classroom management techniques	KS/Unified School District #383	7
Apr. 23-24	Planning curriculum change	NM/Cimarron Public Schools	4
		TX/Carrolton-Farmers Branch ISD	4
		TX/Contemporary Learning Center	2
		UT/Duchesne County Schools	4
Apr. 25	Analyzing and evaluating textbooks and media; planning curriculum change	CO/Fort Lupton School District RE-8	12
Apr. 25	SSEC orientation; ERIC/ChESS orientation	CO/Metropolitan State College/ Methods of Research in Teaching class	9
Apr. 27	Analyzing and evaluating textbooks identifying bilingual materials for 7-12 social studies	TX/San Benito C.I.S.D.	2
May 3-4	Planning curriculum change	NM/Clovis Municipal Schools	3
		WY/Sublette County School District #1	3
		NE/Osceola Public Schools	1

Date(s)	Workshop Focus	Participants	No. of Persons Participating
May 8	Identifying and selecting social studies materials for the retarded	CO/Denver Public Schools	17
May 10-11	Program Leadership Training (diffusion work)	KS/Kansas State Department	12
May 17-18	Development of 6-12 social science program with consumer oriented approach	NM/Chama Valley Schools	3
May 29-30	Planning curriculum change	WY/Campbell County Jr. H.S.	9
June 4-5	Identifying and selecting curriculum materials; analyzing and evaluating text-books and media	NB/Decatur Public Schools	2
		KS/Centre High School	1
		NM/New Mexico Military Institute	1
		UT/Timpview High School	2
July 3	SSEC orientation; ERIC/ChESS orientation	CO/University of Colorado at Boulder/ Secondary methods class	13
July 14	SSEC orientation; ERIC/ChESS orientation	CO/University of Colorado at Boulder/ Secondary methods class	14

Exhibit 4

OUTREACH SERVICES WORKSHOP EVALUATION

(Comments are optional.)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

April 27, 1979

KEY

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

	SA	A	U	D	SD
1. The goals for this workshop were clearly stated. Comments:					
2. I have gained experience in analyzing multiple choice test items. Comments:					
3. I have gained experience in converting social studies competencies into good multiple choice test items. Comments:					
4. I have gained experience in converting social studies competencies into observable behaviors. Comments:					
5. We have developed a plan for implementing competency-based social studies into the San Benito CISD. Comments:					
6. We have identified supplemental bilingual (Spanish) social studies materials. Comments:					
7. We have reviewed commercially published standardized tests for appropriateness to the needs of the San Benito CISD. Comments:					
8. We have developed plans which will facilitate the collection of competency attainment documentation. Comments:					
9. The facilitator was well organized. Comments:					

	SA	A	U	D	SD
10. The facilitator was knowledgeable. Comments:					
11. The goal for this workshop was achieved. Comments:					

12. The most important things I learned in this workshop were:

13. The least important things I learned in this workshop were:

14. If I could change one thing about this workshop I would:

Exhibit 5

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
September 7, 1979

OUTREACH SERVICES FOR SOCIAL SCIENCE EDUCATORS, GRADES 7-12 PROJECT

FEEDBACK FORM AND RESULTS

As a result of participating in the Outreach Services Workshop--

1. We have (please list and briefly describe specific tasks/goals/objectives which you have accomplished and indicate the number of teachers and/or students each has affected).

--analyzed current course content
--identified the content that must be offered to meet state and local mandates
--finalized courses to be offered at each grade level
--determined district criteria for selection of materials
--identified available materials that meet district criteria
--analyzed the materials using specific, agreed upon criteria
--compared materials to district philosophy and goals
--made final selections and ordered materials

--established workshop series for 30 middle school social studies teachers in instructional strategies in geography Feb, 1980 - April, 1980

--started a program of social studies program review that will reach into next year. We are attempting to follow the guidelines learned at the SSEC. We would like to and are trying to coordinate programs between grade school-middle school-high school and provide at least a basic instruction in all of the social studies disciplines. The effect at present only reaches to about 145 students and 2 teachers at the middle school level. It will eventually include all of our students K-12 and all teachers involved in teaching the social sciences. Next needs assessment district wide will zero in on the social studies program. We are just trying to get a good foundation to start from.

--the objectives we had upon entering the workshop and those that were fulfilled were (a) develop new resources for use in our social studies program, (b) write and develop a new course of study for the social studies program at Timpview High School. We have created more than a dozen new student-involvement activities directly as a result of our visit to the Consortium. We have started a new class this fall titled "Close Encounters With American Society." We are currently teaching two sections of the class now and will expand the class to four sections during the spring semester. It has affected two teachers directly and six indirectly. Forty-five students have been affected this semester and between ninety and one hundred additional students next semester. There are plans to expand it to several more sections during the next school year.

--A. K-7 Social Studies Curriculum review and selection of materials

This project was begun with a group of teachers representing all grade levels, K-7. Meetings were held three times with a workshop format designed after the SSEC model. The group has currently set broad goals and is in the process of determining which specific topics should be covered at each curriculum level. Textbook materials will be selected in the spring. This activity will directly involve one dozen teachers on the committee. It will indirectly effect all 325 teachers and 5,500 students of the district.

--B. Continuation School projects

The staff organized and enriched the social science government materials center in the MHS continuation school. This affected the total enrollment of 100 students. Teachers of the department of the continuation school and in the main school have had access to this center. New Model Me, an NDN program of activities to improve student self concept, has been adopted with an inter-disciplinary effort of the Psychology teacher, the English teacher and the Social Studies teacher in the continuation school. Since the workshop in Boulder last spring, this group has traveled to Wichita to view this NDN program. Effect will be on approximately 200 students and three teachers.

--C. Junior High 9th Grade Social Studies and Civics

The instructor has begun to set up some alternative individualized packets that can be pulled as sideline materials for advanced students. Extensive reading and searches dealing with minority groups and their place in the United States today has been done. Separate units have also been set up that list book sources and filmstrips available both at the school and at the nearby university. This has affected two teachers at the junior high and approximately 150 students.

--D. School Psychology

Different case studies have been developed as the result of the trip to Boulder. Also a change in AV materials and a more sophisticated selection procedure has been used to attain more relevant materials. Impact has been on one teacher and 100 students.

--E. High School Government

The instructor has ordered materials and reviewed those materials for 100 government students. The instructor was still in the process of reviewing new techniques for evaluation of students.

--clarifying your task
--assessing the distinguishing characteristics of curriculum development
--understanding a framework for analyzing materials
--assessing the readability of materials
--assessing ethnic and sex bias in materials
--identifying the course content for a sound social studies program
--review of available material

sixteen teachers participated in the workshop

--enlarge and enrich our media center
--the bibliography on American Indians has enhanced our unit on the West

--revised social science curriculum K-12 (112 teachers and 2,800 students)
--completed a new K-12 curriculum guide (112 teachers and 2,800 students)
--selected new texts K-12 (112 teachers and 2,800 students)

--have a meeting with all social studies teachers
--planning and integrating the curriculum
--evaluate present curriculum
--materials selection is being coordinated
--need to write timetable for teachers (identify schedule)

--we are in the process of developing a course syllabus that will include grades 6-12. This syllabus will be in U.S. history and will contain a sequence so that too much repetition will not occur. This syllabus will also be used to help select the text and material that will be used starting in the 1980-81 school year. Other syllabus that are being planned on are on N.M. history-Civics-Government and Law. All will follow the principle of sequence. These syllabus will include 4 teachers and about 150 students annually.

--we have completed the scope and sequence, as well as a curriculum guide for social studies for the Espanola School District. approximately thirty teachers were involved and this would affect nearly 5,000 students (teachers from K-6 were also involved).

--maintained a Kansas network among large suburban school systems in social studies. Shawnee Mission District hosted one workshop 15 social studies teachers; 5 supervisors; 4 professors; 1 superintendent
--designed a year effort in revitalizing social studies education at S.M. South high school; 15 teachers; 2,000 students
--shared information via secondary department chairman on services of Consortium; 15 department chairmen; 17,000 students

--duplicated changes in 8th grade American history outcomes begun during our workshop day. This reaches 4 teachers, each with a load of 150 students or more
--planned to allow some spring inservice time for further development of course evaluations at junior high and high school level.

--we have started a plan to work out a scope and sequence for our secondary social studies curriculum. We are planning a workshop (inservice) day for choosing objectives
75 social studies teachers are involved with eleven thousand students in grades 7-12.

--a primary goal in setting up this workshop for the four largest school districts in Kansas was to increase communication between the districts on issues related to their social studies programs. The 4 social studies supervisors have had 2 other meetings for this purpose since the May meeting in Boulder.

--a committee at the elementary level (K-2) has been formed
--representatives (lower and upper elementary) from each of our 75 elementary schools have reviewed basic social studies goals with their respective building staffs and have come to a consensus of agreement.

--established a S.S. curriculum guide, grades 7-12 including: statement of purpose, model for S.S. planning, rationale, scope (7-12), objectives, how to modify objectives, S.S. content (7-12), how to identify and select materials, evaluation, accomplishment, recommendations, and a problem solving procedure teachers involved--approximately 15; students affected--approximately 950.

--our district is planning to follow-up fully with those objectives we formulated at the "outreach workshop" in Boulder.
--these objectives include the formulation of a social studies committee representing grades seven through twelve within the district. This committee will establish both general and specific goals and objectives for the Duchesne County School District.

--we are currently planning to use the materials evaluation format with some minor alterations - program planning format may be used later in spring semester--approximately 15 staff members.

--before attending we had class outlines and objectives in mind. Our major goal was to finalize these, which we have done and to choose materials to implement our curriculum changes. Final decisions have not been made yet, but 7th and 8th grade has narrowed down to 2 or 3 selections. Ninth grade also has narrowed down the options and is waiting for one final sample text before making the final decision.

--held a goal-setting workshop for the social studies departments of Contemporary Learning Center High School and Middle School. Nine teachers and 450 students were affected. Teachers clarified their ideas on what the rationale for teaching social studies is.

--four teachers who underwent training are serving as resource persons to other teachers in curriculum revision tasks.

--have conducted one workshop with a school district staff in social studies K-12 to write their own curriculum guide using the format in your social studies program planning workshop manual.
--have shared your "Materials Analysis Form" with 20 school districts attending my NSF grant workshop in July 1979. Had them analyze a social studies program using it.

--we developed a scope and sequence guide, (K-12)
--we developed a list of objectives (K-12)
--we made changes in curriculum
--we selected and purchased new materials
--we selected and purchased new support materials

--I have discussed plans for the upcoming year with the administration. I believe that by the end of the first semester, we should be able to produce a K-12 rationale for the area. Once we have achieved this goal, we will begin developing program goals. These goals will be placed in grade areas in three categories: primary introduction, developing, and mastery. We are going to try and complete this second task by the end of the second semester. This will be coordinated by myself including 15 staff members and affect all (380) students.

--as a result of attending the workshop we have achieved one of our primary tasks. This was the evaluation and selection of new textbooks for the 7th and 8th grades at the junior high school. We found the curriculum materials analysis system most helpful in the process. We have 3 teachers in the social studies department of our school and a total enrollment of about 400.

--the elementary and high school is in the process of developing a new social studies curriculum for the 1980-81 school year. 9 elementary teachers; 2 high school teachers; entire student body-360.

2. Were there any ideas or activities that you wanted to implement, but could not because of budgetary restraints?

Yes 8 No 20

Yes Comments

--not accomplished; the ordering of audiovisual materials for every level to make the programs purchased total programs, but we are working on it on the basis of sending something every year in certain areas.

--I wanted consultants from the Consortium to work with social studies supervisors in our region, but had no budget for it.

--some of the nifty sources we discovered at the workshop watered our mouths because of their relative nature to our program. Unfortunately, we cannot at this time add them to our curriculum.

2. Yes Comments (continued)

--selection of interested teachers for a social studies curriculum development committee.
--a schedule of work sessions with consultants from the Social Science Education Consortium working with the above mentioned social studies curriculum development committee to achieve the overall objective of the workshop. This has not been implemented because of a change in supervisory personnel.

--there is a need, in my opinion, for a current text, audiovisuals, audiomachines, materials, etc. to help with the individual student, I think this would be a great asset or aid.

--we would like very much to have John Hoge work with our social studies staff, to explain to them as he did to us.

--It is the year for our North Central Evaluation and a host of fall activities make it rather difficult to function at this time. It is a bit too early in the year for a clear-cut evaluation. Several of the needs identified at the Boulder workshop are being addressed, however.

--additional course electives were not implemented as suggested by our S.S. curriculum guide.

No Comments

--specific areas expanded were geography and government. Continued effort is being made at Economic and U.S. history units. Also, a TRS 80 mini computer is being incorporated into the English and social studies curriculum at the continuation school. It's purpose is to give individual attention and feedback to students needing basic skills improvement.

--we had inservice on proposed activities for coming school year and Mr. Atencio said he would review the proposals for further action.

--CCSD has monies readily available and is in the process of K-12 curriculum revisions district wide.

--the reports by the teachers were all very favorable.

--The Board was supportive of our requests.

--We will know more about this aspect as the program develops.

3. Were there activities/tasks beyond those which you had in mind at the time of the workshop which you have implemented?

Yes 11 No 17

3. Yes Comments

--creation of a district statement of philosophy and goals and guidelines for social studies in the district. This was published with a suggested list of teaching hints as a Social Studies Guideline book for the district.

--I think directly as a result of the workshop we sought more and more to discover new and creative ways to present and teach social studies on the high school level.

--the suggestion given to us were, I thought, very good but a lot harder to implement than originally thought.

--these activities were to be used after the workshop and in coming school years.

--we have been told that we will be adopting new textbooks for Social Science K-12. We plan on using the format which was presented to us during the workshop.

--designed state meetings
--designed building workshop
--initiated newsletter on Social Science at area high school

--one internal goal of planning K-12 rather than 7-12 has not been reached.

--a drive-in conference on global education for the 4 school districts will be held in Topeka in November (an outcome of the districts meeting together and discussing common concerns).

--elementary social studies textbook adoption
--additional special curriculum projects:
  a. Citizenship Conference--200 students and community representatives
  b. Holocaust curriculum project
  c. Development of a K-12 social studies curriculum for USD 259.

--our guide that we originally sent you (June 1979) contained a few other areas such as problem solving procedure etc., but most of it was covered at the workshop.

--objective-referenced pre-assessments for World History, American History, Government, and Economics are being planned and written.

--we never felt that we would be able to make some curriculum changes at specific grade levels in one year.

3. No Comments

--my assignment as Supervisor, K-12, is now in the areas of Evaluation and Staff Development--not Curriculum.

--team teachers that are working in the 9th grade Social Civics program have also branched out on some alternatives to regularly presented classwork. One has provided some reading enrichment activities and books to be read at the students convenience and discussed at a reduced teacher/student ratio after school. The other team members have arranged for some of the higher level students to pre-test out of the regular scheduled class work and propose outside projects, such as interviewing government officials. The utilization of Barry Byers techniques of writing process has been implemented with practice towards essay question approaches. The use of writing guides and the hamburger approach has been beneficial to students. At the high school staff interpersonal relations were improved on an individual basis only. Secondary coordinators in Math, Social Studies, Language Arts and Science positions were eliminated at the beginning of this school year and most curriculum endeavors have been limited to building levels at this time. The new management approach will use department heads to coordinate work between the junior high and the senior high. At this point no 7-12 meetings have been held.

4. Additional Comments

--we are very pleased with our experience in Boulder.

--thanks for your fine help.

--we sincerely want to thank all those associated with the workshop for their fine and courteous assistance. A real and genuine atmosphere for learning created by those running the workshop. A special thanks goes to Mary Jane Turner who allowed us to develop those ideas and projects exactly as we wanted rather than force undesired or non-relative works our way. She was super helpful and we learned very much from her

--those attending stated that they would like to go again. The staff appreciated the ERIC searches and the print-outs made available. The staff stated that they would like to be invited back to do more work on curriculum materials. The staff expressed the need for more time to review and explore materials. One of the staff members would like additional time to examine law case studies. The two curriculum directors in attendance appreciated the professional work of the staff in conducting the workshop for our teachers. They also appreciated the use of the model materials for curriculum development and have felt that it has been very beneficial to our local district in the K-7 adoption plan this year.

4. Additional Comments (continued)

--the new consultant for this program is Mr. John Leslie, 900 Grant, Denver Public School. The project got off to such an excellent start with the workshop that I would like to see it continued and the original objectives and activities completed. It was a very positive experience and many excellent comments were extended by the teachers attending. Keep up the good work.

--workshop very practical, well organized and useful. All personnel were very helpful.

--I thought the conference was a little disorganized, I also thought there could of been a little more literature involved.

--look forward to continued cooperation.

--the upcoming "Texas Assessment Basic Skills" at grades 5-9, will be a criterion-referenced test in Reading, Math, and Writing, but not social studies. By late April, we will have seen the type of items this contains. It should help as a reference to building our district social studies instruments. I wish next summer teachers could be hired for enough time to do some good.

--one outcome has been the forming of a cooperative group of social studies supervisors in Kansas. This would not have happened without the conference.

--without the help of the Project Outreach Workshop and staff, our work would have been tremendously handicapped. The service was invaluable to us--the materials still used, and the project planning guideline used as a guide by even other departments and staff.

--there is little doubt in my mind that the information that was presented in the workshop has application for our district. It is a matter of making available the time that is required to accomplish these tasks.

--our district, and in fact the entire State is in the process of setting up the State mandated minimal competency program and this effort is somewhat demanding.

--we were all very glad for our two days in Boulder. We were able to pull together all the loose ends since we had been working toward curriculum changes for two years. Our major goal accomplished in Boulder was the surveying and evaluation of the best materials available. We will be ordering these in January and implementing the changes in the 1980-81 school year.

4. Additional Comments (continued)

--any samples and/or advice you can give us on the above will be welcome.

--the workshop did what is was supposed to do and was therefore worthwhile.

--well organized workshop and practical. Consultants met individual needs of participants. Hope to be able to attend a NSF workshop of yours this coming summer.

--I have nothing but the highest regards for the Consortium and their Outreach Services. They helped us to gain expertise. I am only sorry that we have not gotten back to them sooner to express our thanks.

--whether or not these tasks can be completed in the amount of time suggested, remains to be seen. Cooperation will be extremely important to the schedule. Fortunately, we have just implemented a K-12 STAMM program (for mathematics) so ground has been broken.

--at the directive of the school board we are going to be setting up a curriculum guide for social studies K-12, which we trust will help us achieve a coordinated education program. Since we will be working on this program I am sure that we will utilize more of the information gained while attending the workshop. I want to thank you again for your help.

--the people from Cimarron enjoyed the workshop and thought it worthwhile and we believe the experiences we had there will help us develop our S.S. curriculum more easily.